

TEACHING SPEAKING USING QUESTION GAME BY TENTH GRADE STUDENTS' AT SMK IMMANUEL MEDAN

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ABSTRACT

This research explores the effectiveness of question games in enhancing the speaking skills of tenth-grade students at SMK Immanuel Medan using this teaching technique. Data were collected through classroom observations, interviews, and speaking ability tests before and after implementing the question games, accompanied by a questionnaire with 10 questions. The research findings indicate that the use of question games effectively improves students' speaking abilities, as evidenced by a positive response rate of 54.5% of students answering "YES" on the questionnaire. Additionally, students demonstrated improvements in clearer pronunciation, better communication skills, and creativity in expressing ideas. Question games also increased student motivation and participation in learning, supporting a student-centered approach and emphasizing the importance of interactive activities in teaching English speaking skills. In conclusion, the use of question games at SMK Immanuel Medan effectively enhances students' speaking skills, with recommendations to further develop this technique and conduct further research on its impact on speaking learning.

Keywords : *Speaking, Ability, Question Game, English Language Teaching.*

INTRODUCTION

Background Of The Research

Teaching is an activity carried out by two or more individuals. The teaching activity involves a teacher and students. According to Suprihatiningrum (2013: 61), "Teaching is an art of transferring knowledge, skills, and values directed by educational values, the individual needs of students, environmental conditions, and beliefs held by the teacher." The learning activity usually begins with a prayer after the teacher and students are in the classroom. After the prayer, the teacher asks the students about the material learned last week. The teacher's goal in asking about last week's learning is for the students to recall what was conveyed in the previous learning activity. Teaching is a combination of two activities: teaching and learning. Teaching involves the teacher's role in creating a harmonious relationship between teaching and learning. This harmonious social network indicates that the teaching process is going well. According to Bruner (quoted by Uzer Usman and Lilis Setiawati 1993:5), "Teaching is presenting ideas, problems, or knowledge in a simple form so that it can be understood by every student." Learning can be said to progress well and succeed if the teacher can transform students' self-perception in a broader sense and develop students' learning awareness so that they can benefit from the experience. The teacher imparts knowledge so that students are aware of the knowledge conveyed, making the teaching centered on the teacher. This type of teaching is also referred to as intellectual teaching (Sardiman, 2011:47).

Speaking is an oral language skill that functions in one's daily life. Speaking is a way to express what we feel, which is then manifested as an oral language process between two or more people. The act of speaking often refers to the act of communicating using words. In terms of the communication process, speaking serves as a tool for mutual communication and understanding messages. In this speaking message-receiving activity, it is usually done alternately and can be continuous. In this act of speaking, the message to be conveyed is accompanied by various expressions and behaviors. According to Eric (2008:3), "Speaking is verbal

and direct communication between the speaker and the interlocutor, which can also use audio or audio-visual communication media so that the idea can be understood." In speaking, it is important to speak fluently and also pay attention to the delivery method with a brief, concise, and clear way of conveying information and having an engaging manner. According to Ladouse (cited in Nunan, 1991:23), "Speaking is an activity to explain someone in a specific situation or an activity to report something." Speaking is also usually found in productive skills that cannot be separated from listening. When we speak, we create meaningful texts. In communication, we find actors, listeners, messages, and feedback. According to Tarigan (1990:8), "Speaking is a way to communicate that influences our daily lives." It means that speaking is one form of communication that can influence an individual's life or many people. Speaking is also an activity carried out in teaching and learning activities, such as when a teacher interacts with students during a learning activity. For example, a teacher provides explanations to students, and students also ask questions to the teacher. This process is referred to as oral language skills.

Games, in general, are recreational activities with the aim of having fun and filling leisure time. They are typically engaged in by individuals or groups. A game is a structured or semi-structured activity primarily intended for entertainment and is often used as an educational tool. Each game has its own rules to initiate the gameplay, making it more engaging and diverse. According to Sadiman (2010), "Games are competitions between players who interact with each other using specific rules to achieve specific goals." One of the functions of games is to alleviate boredom and monotony; hence, almost everyone, regardless of age, plays games—whether children, teenagers, or adults. Games have become an integral part of our daily lives. While games were once merely for entertainment, they now serve a broader purpose. For instance, games can be used as a learning tool, a competitive arena, and a platform for professionals. According to De Aguilera & Mendiz (2003), "The benefits of using games in teaching and learning activities are undeniable. Games can boost motivation, enhance skills, improve perception and stimulation,

and develop the assessment of the ability of a strategy, arranging media and tools to obtain intelligent answers or solutions." Currently, many people play games for entertainment and to fill leisure time, even incorporating them into classroom teaching activities. According to Dondlinger & Dondlinger (2007), "Games can have a positive effect on the learning process, although there is a broad consensus that games only motivate users to master their gaming skills."

The author chose the title "Teaching Speaking Using Question Game by Tenth Grade Students at SMK Immanuel Medan" because they wanted to analyze and understand students' speaking skills in English and improve the quality of their speaking. The aim is to create a more engaging and interactive learning environment by using a question game method to capture students' attention during learning.

Research Problem

One of the objectives of teaching English (Speaking) is to enhance students' proficiency in speaking English that they may encounter in their surrounding environment. Students often face challenges when learning conversation techniques. This is due to a lack of understanding about speaking techniques in English. Therefore, teachers should pay extra attention to make the process of transferring speaking techniques more comprehensible and increase students' interest. To accomplish this task, teachers are expected to teach creatively and utilize all available tools in the learning environment. One of these tools is using games. The author chooses games because they are beneficial for many students and help maintain students' interest and engagement. The statement that supports the sentence above is: Empirical studies demonstrate that using games in learning can motivate students, facilitate understanding of difficult concepts, enhance social skills, and aid in developing problem-solving skills.

This research delves into the improvement of speaking techniques among first-year high school students through an innovative approach involving a question-and-answer game method. The study aims to comprehend the impact of

this gaming method on the development of students' speaking skills, explore effective strategies, and contribute to the pedagogical advancements in enhancing communication skills at the high school level.

Research Questions

1. Does teaching English speaking through games have a positive impact on students' speaking proficiency?
2. How do games contribute to the improvement of spoken English skills among high school students?

Research Objectives

Based on the outlined research problems, the objectives of this study are formulated as follows:

1. To assess the impact of improving students' speaking skills through a question-and-answer game.
2. To identify whether the use of question-and-answer games is effective in enhancing students' speaking proficiency or not.

Significance of The Research

1. Providing crucial data to English teachers regarding the use of question-and-answer games in the classroom and the importance of speaking in English instruction.
2. Aiming to motivate students to enhance their speaking skills in English.
3. It is expected that this research will contribute to and benefit other students conducting further research on similar topics.
4. Through this research, the author's knowledge can also develop by investigating this topic.

Scope of the Research

Based on the relevance of this research, the researcher will focus on analyzing the use of question-and-answer games among X-grade students at SMK Immanuel Medan. This section will explore the role of question-and-answer games in supporting students in understanding English-speaking techniques. The researcher will also evaluate whether question-and-answer games have a positive contribution to improving students' speaking techniques or not.

RESEARCH METHOD

Research Design

The research design is a systematic plan that determines the steps and methods to be used in a study. It includes the selection of data collection methods, sample selection, and data analysis strategies. The research design guides the entire research process, ensuring the accuracy, reliability, and relevance of the research findings. In other words, the research design is a framework detailing how a study will be conducted. This research utilizes a qualitative descriptive method. According to Sugiyono (2018: 213), qualitative research is a method based on a philosophy used to examine scientific conditions (experiments) where the researcher acts as the instrument, data collection techniques, and qualitative analysis, focusing more on the meaning of the research. This qualitative descriptive research is employed to discover phenomena related to the experiences of the research subjects.

Place and Time of Research

This research was conducted at SMK Immanuel Medan, located at Jl. Gatot Subroto No. 325, Sei Sikambing D, Medan Petisah District, Medan City, North Sumatra, and took place in March 2024. The reason the researcher chose that school is because there are issues that can be subjects of research at that school.

Research Subjects

In this study, the subjects to be examined are the X-grade students at SMK Immanuel Medan, which consists of 20 students. . The subjects were chosen by the researcher to teach students in speaking through questions transformed into a game.

Research Instruments

Research instruments encompass various tools used in the execution of research, primarily serving as means to measure and collect data. The aim is to acquire necessary information in the measurement process. Within the framework of this study, methods such as interviews, observations, questionnaire administration, and documentation are implemented as instruments for data collection.

Data Collection

Data collection refer to the methods used to collect data based on the research form in question. Research subjects are individuals or objects that can be treated as research variables, and the object is the test results (Arikunto, 2011). Qualitative research is research that focuses on subjects such as actions, perceptions, motivations, and holistic character descriptions within the language context (Moleong, 2016).

Data Analysis

Techniques Qualitative descriptive research involves data collected in the form of sentences, interview texts, videos, or other documentation (Moleong, 2005:4). Data analysis is a process of systematically discovering and organizing data through interview results, field notes, and documentation. The data is then categorized and organized according to relevant patterns (Sugiyono, 2018:482). In connection with this perspective, all collected data that has been identified will be analyzed. Subsequently, the researcher will draw conclusions from the gathered results.

FINDING AND DISCUSSION

This section presents the findings of the research conducted at SMK IMMANUEL Medan on the improvement of speaking skills among tenth-grade students using the question and answer game method. The purpose of this chapter is to explain the findings and discussions of the research and provide insights gained from the research process. The success of this research is heavily dependent on the data collected, especially through the distribution of questionnaires to tenth-grade students at SMK Immanuel Medan. Drawing conclusions from the research results and the analysis of the distributed questionnaires contributes significantly to a comprehensive understanding of the effectiveness of the question and answer method in improving students' speaking skills.

The Technique of Collecting Data

Data collection is the process of gathering information or facts from various sources relevant to a specific topic or objective. The data collection process can be carried out through various methods, such as direct observation, interviews, questionnaire completion, document examination, or by using specialized technology and software to collect data electronically. According to Sugiyono (2018:224), "data collection techniques are the most strategic step in a research study, as the primary objective of research is to obtain accurate data. Therefore, without knowing data collection techniques, researchers will not acquire data that meets the established standards". In this study, the researcher distributed questionnaires to the research subjects and observed the improvement of students' speaking skills by implementing a question and answer method in class X at SMK IMMANUEL MEDAN. The collected data represents the outcomes of the research conducted by the researcher in class X at SMK IMMANUEL.

Table 1. Analysis of Student Responses from Questionnaires

No	Statement	Yes	No
1.	Before implementing speaking methods in English, do you feel confident in speaking English?		
2.	Do you frequently use speaking methods to improve your English?		
3.	Do you often engage in conversations in English?		
4.	When playing question and answer games in English, can you improve your English speaking skills?		
5.	Do you often practice speaking in English?		
6.	Do you feel more confident after conducting question and answer games in English?		
7.	Do you often encounter problems when speaking English?		
8.	Are you more motivated after playing question and answer game in english?		
9.	When playing this question and answer game, can you understand your speaking ability in English?		
10.	Do you have any other suggestions for improving your speaking skills in English?		

In Table 1, the researcher discusses the questions posed to grade X students at SMK Immanuel Medan. There are 10 questions included in the researcher's survey of grade X students at SMK Immanuel Medan, covering the understanding of

grade X students before and after engaging in the question and answer game activity aimed at enhancing students' speaking abilities using the question and answer method in grade X at SMK Immanuel Medan. Some questions pertain to the students' understanding before they participated in the question and answer method, while others focus on their understanding after participating in the method.

Result and Discussion

Table 2. Result and Discussion

No	Initial Name of Students	Statement									
		1	2	3	4	5	6	7	8	9	10
1.	HT	N	N	Y	Y	N	Y	N	Y	Y	Y
2.	GW	Y	N	N	Y	N	Y	Y	Y	Y	N
3.	MS	N	N	N	Y	N	Y	Y	N	Y	N
4.	DE	N	N	N	Y	N	Y	Y	N	Y	N
5.	AS	N	N	N	Y	N	Y	Y	N	Y	N
6.	IS	N	N	N	Y	Y	Y	Y	Y	Y	N
7.	PT	Y	Y	N	N	Y	N	Y	Y	Y	Y
8.	Z	N	N	N	Y	N	N	Y	N	Y	N
9.	MR	N	N	N	N	N	N	Y	N	Y	Y
10.	HK	N	N	N	Y	N	Y	N	N	Y	N
11.	FS	N	N	N	N	N	N	Y	N	Y	Y

12.	FW	Y	N	N	Y	N	N	Y	N	N	N
13.	AS	Y	Y	N	Y	N	Y	N	Y	Y	Y
14.	R	N	Y	N	Y	N	Y	Y	N	Y	N
15.	SM	N	N	N	N	N	Y	Y	Y	Y	Y
16.	JP	Y	Y	N	Y	Y	Y	N	Y	Y	N
17.	AS	N	Y	Y	Y	Y	Y	N	Y	Y	N
18.	PY	Y	Y	Y	Y	N	N	Y	Y	Y	Y
19.	DP	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
20.	MK	Y	Y	Y	Y	N	Y	Y	Y	Y	Y

Table 2 discusses the results obtained from the questions provided in Table 1. A total of 20 tenth-grade students from SMK Immanuel Medan, identified by the initials HT, GW, MS, DE, AS, IS, PT, Z, MR, HK, FS, FW, HS, R, SM, JP, AS, PY, DP, and MK, participated in answering the 10 questions listed in Table 1. Table 2 then shows the 10 corresponding responses to those questions. The answers in Table 2 are succinctly represented as Y/N, where Y denotes YES and N denotes NO. Using the given formula, the percentage of student responses can be calculated using the formula:

$P = (F/N) \times 100\%$, resulting in the following data.

Table 3. Percentage of Student Responses

No	Statement	Yes	No
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1.	Before implementing speaking methods in English, do you feel confident in speaking English?	35%	65%
2.	Do you frequently use speaking methods to improve your English?	40%	60%
3.	Do you often engage in conversations in English?	25%	75%
4.	When playing question and answer games in English, can you improve your English speaking skills?	80%	20%
5.	Do you often practice speaking in English?	25%	75%
6.	Do you feel more confident after conducting question and answer games in English?	70%	30%
7.	Do you often encounter problems when speaking English?	75%	25%
8.	Are you more motivated after playing question and answer game in English?	55%	45%
9.	When playing this question and answer game, can you understand your speaking ability in English?	95%	5%
10.	Do you have any other suggestions for improving your speaking skills in English?	45%	55%
	Average	54,5%	45,5%

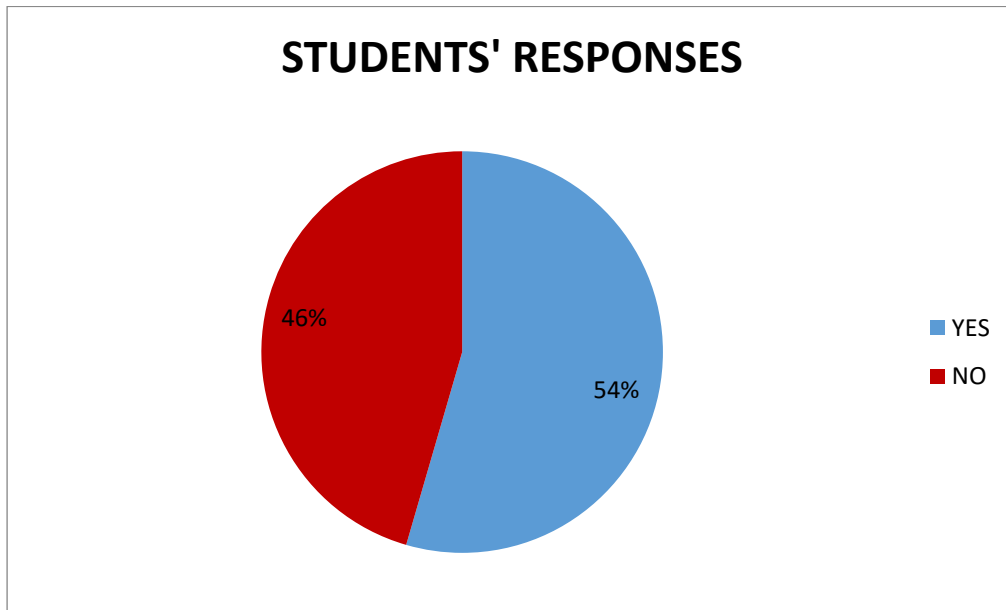
To gauge students' acceptance of the question and answer method, data revealed that an average of 54,5% of students answered YES, while the remaining 45,5% answered NO. Subsequently, table 3 presents the results obtained from

questions derived from the data in table 2, displaying the percentage of students' answers to each question given to grade X students at SMK Immanuel Medan. Table 3 elaborates on the outcomes of the responses to 10 YES/NO questions, indicating the cumulative percentage results.

To provide a detailed explanation of Table 3, for the first question, there are 35% YES responses and 65% NO responses. For the second question, there are 40% YES responses and 60% NO responses. Question 3 received 25% YES and 75% NO. Question 4 had 80% YES responses and 20% NO responses. Moving on to question 5, it had 25% YES responses and 75% NO responses. For question 6, 70% answered YES, while the remaining 30% answered NO. Question 7 resulted in 75% YES responses and 25% NO responses. In question 8, 55% answered YES and 45% answered NO. Furthermore, in question 9, 95% responded YES and 5% responded NO. Lastly, in the final question, there were 45% YES responses and 55% NO responses.

To calculate the percentage using the formula ($P = (F / N) \times 100\%$), it will be explained in relation to students who have shown improvement in speaking English through the question and answer game method. Table 3's data analysis concludes that 54.5% of students answered "YES," while 45.5% of students answered "NO."

From the explanation above, the conclusion is drawn that the implementation of this method enhances the English-speaking skills of grade X students at SMK Immanuel Medan. The increased confidence of students in speaking English through the question and answer game method is supported by 54.5% of students answering "YES." This statement can be seen in question number 6, where 70% of students answered "YES" when asked about their confidence in speaking English after using the question and answer game method in English.



The diagram above represents the visual results of Table 3. This diagram provides a clearer percentage representation of the responses from 10th-grade students at SMK Immanuel Medan. It shows that 54% of the students answered "YES", indicated by the blue semicircle. The red semicircle indicates that 46% of the students answered "NO".

CONCLUSIONS AND SUGGESTIONS

Conclusions

According to the data obtained from the research, the results before conducting the tests, interviews, observations, and after conducting the tests showed a significant impact on the use of the question-and-answer method in teaching students to speak English. Although many students initially faced many challenges and concerns about this method, there was a noticeable increase in

confidence, enthusiasm, and understanding after the lessons, proving that the given method successfully showed positive and useful effects for the students. It can be said that the improvement in students' speaking skills was achieved using the question-and-answer game method. This is evidenced by the average student assessment: 54,5% answered "YES" and 45,5% answered "NO". Therefore, the conclusion drawn is that this research is able to provide a positive impact and bring about significant changes in students' English speaking abilities.

Suggestions

After conducting this research and considering the results, the researcher would like to propose several suggestions to enhance teaching effectiveness. These suggestions include creating a supportive and motivating learning environment to help students achieve better learning outcomes, using engaging and varied teaching methods to prevent monotonous learning activities and capture students' attention, fostering active interaction between teachers and students, conducting continuous evaluations of teaching methods, and providing regular and constructive feedback. The researcher also recommends that other researchers explore this topic further by conducting more extensive analyses with a larger group of respondents to gain more insights into students' perceptions of using question-and-answer activities to improve their English-speaking skills.

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